



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 6

Test Date: March 2009  
Code: 10711260  
SAU: Hancock School Department  
School: Hancock Grammar School

### Contents of the Report

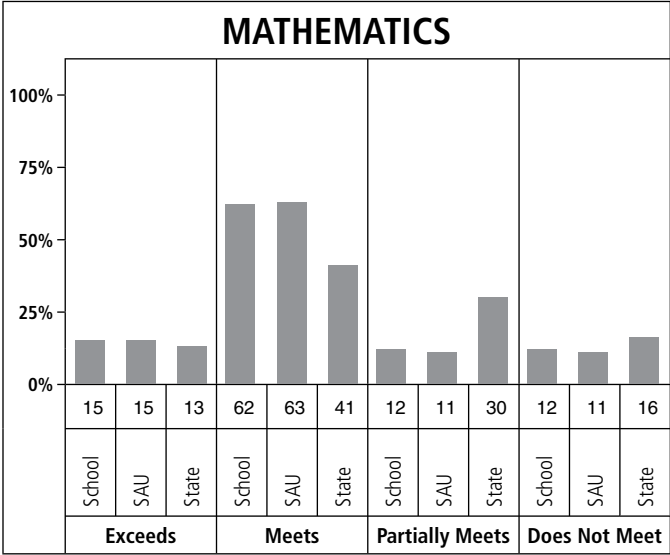
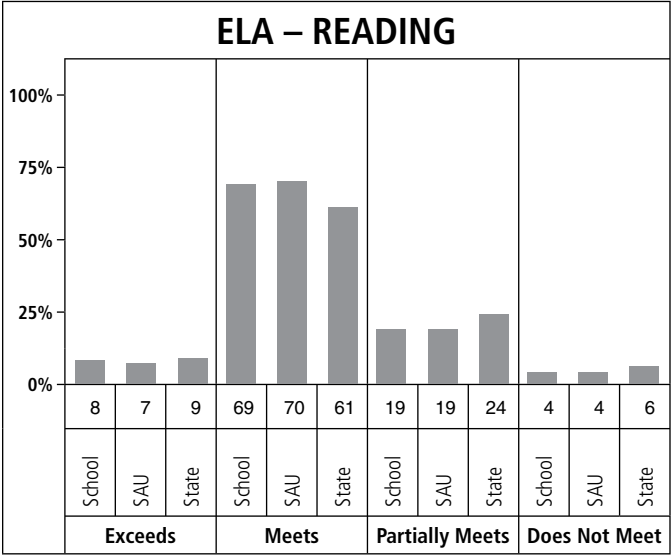
The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores .....	2
Summary of Student Participation .....	3
English Language Arts – Reading Results .....	4-6
Mathematics Results .....	7-9

# SUMMARY OF SCORES

Test Date: March 2009  
Grade: 6  
SAU: Hancock School Department  
School: Hancock Grammar School

Summary of School, SAU, and State Scores			
Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	642	642	646
2007–2008	646	646	648
<b>2008–2009</b>	<b>647</b>	<b>647</b>	<b>647</b>
Cum. Avg.*	645	645	647
<b>Mathematics</b>			
2006–2007	645	645	643
2007–2008	643	643	642
<b>2008–2009</b>	<b>649</b>	<b>649</b>	<b>643</b>
Cum. Avg.*	646	646	643



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009

Grade: 6

SAU: Hancock School Department

School: Hancock Grammar School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	26	100	27	100	14251	100	26	100	27	100	14150	99	26	100	27	100	14156	100						
<b>Ethnicity</b> African American/Black	0	0	0	0	421	3	0	0	0	0	412	98	0	0	0	0	415	99						
American Indian or Native Alaskan	0	0	0	0	128	1	0	0	0	0	127	99	0	0	0	0	128	100						
Asian or Pacific Islander	3	12	3	11	212	1	3	100	3	100	210	99	3	100	3	100	212	100						
Hispanic	0	0	0	0	181	1	0	0	0	0	177	98	0	0	0	0	178	99						
Caucasian/White	23	88	24	89	13309	93	23	100	24	100	13224	100	23	100	24	100	13223	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	3	12	4	15	2468	17	3	100	4	100	2423	99	3	100	4	100	2426	99						
<b>Current LEP</b>	0	0	0	0	341	2	0	0	0	0	330	97	0	0	0	0	338	99						
<b>Economically disadvantaged</b>	12	46	13	48	5780	41	12	100	13	100	5724	99	12	100	13	100	5725	99						
<b>Migrant</b>	0	0	0	0	4	0	0	0	0	0	4	100	0	0	0	0	4	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	23	88	23	85	11369	80	23	88	23	85	11373	80						
Identified disability (PET/IEP)	1	4	1	4	355	3	1	4	1	4	371	3						
LEP	0	0	0	0	167	1	0	0	0	0	170	1						
504 plan	2	9	2	9	172	2	2	9	2	9	175	2						
<b>Participation with accommodations</b>	3	12	4	15	2594	18	3	12	4	15	2605	18						
Identified disability (PET/IEP)	2	67	3	75	1881	73	2	67	3	75	1877	72						
LEP	0	0	0	0	155	6	0	0	0	0	161	6						
504 plan	0	0	0	0	74	3	0	0	0	0	71	3						
Other	1	33	1	25	519	20	1	33	1	25	532	20						
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	187	1	0	0	0	0	178	1						
Identified disability (PET/IEP)	0	0	0	0	187	100	0	0	0	0	178	100						
LEP	0	0	0	0	8	4	0	0	0	0	7	4						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	0	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	26	0	0	0	0	0	25	0						
<b>Non-participation – other</b>	0	0	0	0	75	1	0	0	0	0	70	0						

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date:	March 2009
Grade:	6
SAU:	Hancock School Department
School:	Hancock Grammar School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 662–680)	2006-2007	0	0	0	0	1132	8
	2007-2008	1	5	1	5	1817	13
	<b>2008-2009</b>	<b>2</b>	<b>8</b>	<b>2</b>	<b>7</b>	<b>1309</b>	<b>9</b>
	Cum. Total*	3	4	3	4	4258	10
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 642–660)	2006-2007	16	53	16	53	8127	57
	2007-2008	15	75	15	75	8072	57
	<b>2008-2009</b>	<b>18</b>	<b>69</b>	<b>19</b>	<b>70</b>	<b>8564</b>	<b>61</b>
	Cum. Total*	49	64	50	65	24763	59
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 630–640)	2006-2007	11	37	11	37	3549	25
	2007-2008	2	10	2	10	3194	23
	<b>2008-2009</b>	<b>5</b>	<b>19</b>	<b>5</b>	<b>19</b>	<b>3291</b>	<b>24</b>
	Cum. Total*	18	24	18	23	10034	24
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 600–628)	2006-2007	3	10	3	10	1478	10
	2007-2008	2	10	2	10	981	7
	<b>2008-2009</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>4</b>	<b>799</b>	<b>6</b>
	Cum. Total*	6	8	6	8	3258	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	34.2	61.1	34.3	61.3	33.8	60.4
A1/A2 Interconnected Elements/Literary Text	20	36	11.7	58.5	11.7	58.5	11.9	59.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	22.5	62.5	22.6	62.8	21.9	60.8

The MEA assesses students’ reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 6  
 SAU: Hancock School Department  
 School: Hancock Grammar School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	26	2	8	18	69	5	19	1	4	647	27	7	70	19	4	647	13963	9	61	24	6	647
<b>Ethnicity</b>																						
African American/Black	0										0						403	5	46	34	15	641
American Indian or Native Alaskan	0										0						125	4	49	38	10	642
Asian or Pacific Islander	3										3						206	18	56	20	6	649
Hispanic	0										0						174	5	55	33	7	644
Caucasian/White	23	2	9	15	65	5	22	1	4	647	24	8	67	21	4	647	13055	9	62	23	5	647
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	3										4						2236	1	30	48	22	637
No	23	2	9	17	74	4	17	0	0	650	23	9	74	17	0	650	11727	11	67	19	3	649
<b>Current LEP</b>																						
Yes	0										0						322	2	39	37	21	638
No	26	2	8	18	69	5	19	1	4	647	27	7	70	19	4	647	13641	10	62	23	5	647
<b>Economically disadvantaged</b>																						
Yes	12	0	0	9	75	3	25	0	0	648	13	0	77	23	0	648	5617	4	54	33	9	643
No	14	2	14	9	64	2	14	1	7	647	14	14	64	14	7	647	8346	13	66	17	3	650
<b>Migrant</b>																						
Yes	0										0						4					
No	26	2	8	18	69	5	19	1	4	647	27	7	70	19	4	647	13959	9	61	24	6	647
<b>Gender</b>																						
Female	12	2	17	9	75	1	8	0	0	651	12	17	75	8	0	651	6743	13	63	20	4	649
Male	14	0	0	9	64	4	29	1	7	644	15	0	67	27	7	644	7220	6	60	27	7	645
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						1408	4	41	43	12	641
No	26	2	8	18	69	5	19	1	4	647	27	7	70	19	4	647	12555	10	64	21	5	648
<b>Gifted/talented program</b>																						
Yes	0										0						636	39	59	2	0	659
No	26	2	8	18	69	5	19	1	4	647	27	7	70	19	4	647	13327	8	61	25	6	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 6

SAU: Hancock School Department

School: Hancock Grammar School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	8	0	0	1	50	1	50	0	0	646	11	0	67	33	0	647	6	5	47	32	16	642
B. less than one hour	58	0	0	10	67	4	27	1	7	643	56	0	67	27	7	643	59	9	62	24	5	647
C. one to two hours	31	2	25	6	75	0	0	0	0	656	30	25	75	0	0	656	32	11	64	21	4	648
D. more than two hours	4	0	0	1	100	0	0	0	0	642	4	0	100	0	0	642	3	10	50	26	13	644
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	31	1	13	7	88	0	0	0	0	653	33	11	89	0	0	653	31	17	66	14	3	651
B. good	35	1	11	8	89	0	0	0	0	652	33	11	89	0	0	652	48	8	64	23	5	647
C. fair	12	0	0	2	67	1	33	0	0	645	11	0	67	33	0	645	18	2	48	40	10	641
D. poor	23	0	0	1	17	4	67	1	17	633	22	0	17	67	17	633	2	1	34	47	18	638
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	35	1	11	7	78	1	11	0	0	650	33	11	78	11	0	650	38	13	65	18	3	650
B. They match some of what I have learned.	35	1	11	6	67	2	22	0	0	648	33	11	67	22	0	648	49	8	63	24	5	647
C. They match just a little of what I have learned.	23	0	0	5	83	0	0	1	17	645	26	0	86	0	14	646	10	5	48	36	11	642
D. There is no match.	8	0	0	0	0	2	100	0	0	637	7	0	0	100	0	637	3	3	35	38	24	639
<b>How difficult was the reading part of this test?</b>																						
A. more difficult than my regular schoolwork	15	0	0	4	100	0	0	0	0	646	15	0	100	0	0	646	16	7	52	30	11	644
B. about the same as my regular schoolwork	54	2	14	9	64	2	14	1	7	648	56	13	67	13	7	648	66	10	64	22	4	648
C. easier than my regular schoolwork	31	0	0	5	63	3	38	0	0	647	30	0	63	38	0	647	17	11	61	22	5	648
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	12	0	0	1	33	1	33	1	33	629	11	0	33	33	33	629	10	2	39	42	17	639
B. Most of the passages were about the same as what I normally read.	50	2	15	10	77	1	8	0	0	649	48	15	77	8	0	649	55	6	62	27	5	646
C. Most of the passages were easier than what I normally read.	38	0	0	7	70	3	30	0	0	650	41	0	73	27	0	650	35	16	67	14	3	651
<b>How hard did you try on the reading part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	50	2	15	9	69	1	8	1	8	649	48	15	69	8	8	649	48	10	60	24	6	647
B. I tried about the same as I do on my regular schoolwork.	38	0	0	8	80	2	20	0	0	647	41	0	82	18	0	647	49	10	63	22	5	648
C. I did not try as hard on this test as I do on my regular schoolwork.	12	0	0	1	33	2	67	0	0	640	11	0	33	67	0	640	3	3	53	29	15	642
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	38	2	20	7	70	1	10	0	0	654	37	20	70	10	0	654	23	15	65	16	4	650
B. 20 minutes to an hour	35	0	0	7	78	1	11	1	11	644	37	0	80	10	10	644	49	10	64	22	4	648
C. less than 20 minutes	4	0	0	1	100	0	0	0	0	644	4	0	100	0	0	644	11	6	58	29	7	645
D. I rarely read at home.	23	0	0	3	50	3	50	0	0	642	22	0	50	50	0	642	17	2	51	36	11	642
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2009

Grade: 6

SAU: Hancock School Department

School: Hancock Grammar School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 662–680)	2006-2007	6	20	6	20	2092	15
	2007-2008	1	5	1	5	1474	10
	<b>2008-2009</b>	<b>4</b>	<b>15</b>	<b>4</b>	<b>15</b>	<b>1807</b>	<b>13</b>
	Cum. Total*	11	14	11	14	5373	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 642–660)	2006-2007	14	47	14	47	5731	40
	2007-2008	9	45	9	45	6008	43
	<b>2008-2009</b>	<b>16</b>	<b>62</b>	<b>17</b>	<b>63</b>	<b>5662</b>	<b>41</b>
	Cum. Total*	39	51	40	52	17401	41
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 628–640)	2006-2007	5	17	5	17	4175	29
	2007-2008	9	45	9	45	4244	30
	<b>2008-2009</b>	<b>3</b>	<b>12</b>	<b>3</b>	<b>11</b>	<b>4219</b>	<b>30</b>
	Cum. Total*	17	22	17	22	12638	30
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 600–626)	2006-2007	5	17	5	17	2308	16
	2007-2008	1	5	1	5	2346	17
	<b>2008-2009</b>	<b>3</b>	<b>12</b>	<b>3</b>	<b>11</b>	<b>2290</b>	<b>16</b>
	Cum. Total*	9	12	9	12	6944	16

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>56</b>	<b>100</b>	35.3	63.0	35.3	63.0	30.6	54.6
<b>A. Number</b>	<b>18</b>	<b>32</b>	11.6	64.4	11.6	64.4	10.3	57.2
<b>B. Data</b>	<b>12</b>	<b>21</b>	8.3	69.2	8.3	69.2	6.6	55.0
<b>C. Geometry</b>	<b>14</b>	<b>25</b>	8.6	61.4	8.6	61.4	7.3	52.1
<b>D. Algebra</b>	<b>12</b>	<b>21</b>	6.8	56.7	6.9	57.5	6.5	54.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

# MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009  
Grade: 6  
SAU: Hancock School Department  
School: Hancock Grammar School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	26	4	15	16	62	3	12	3	12	649	27	15	63	11	11	649	13978	13	41	30	16	643
<b>Ethnicity</b>																						
African American/Black	0										0						406	4	26	36	34	633
American Indian or Native Alaskan	0										0						126	4	29	40	28	635
Asian or Pacific Islander	3										3						208	18	47	23	12	647
Hispanic	0										0						175	5	31	41	23	638
Caucasian/White	23	4	17	13	57	3	13	3	13	648	24	17	58	13	13	648	13063	13	41	30	16	643
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	3										4						2248	3	18	33	46	629
No	23	4	17	16	70	2	9	1	4	653	23	17	70	9	4	653	11730	15	45	30	11	646
<b>Current LEP</b>																						
Yes	0										0						331	3	22	35	40	631
No	26	4	15	16	62	3	12	3	12	649	27	15	63	11	11	649	13647	13	41	30	16	643
<b>Economically disadvantaged</b>																						
Yes	12	3	25	8	67	1	8	0	0	656	13	23	69	8	0	655	5620	6	33	37	25	637
No	14	1	7	8	57	2	14	3	21	643	14	7	57	14	21	643	8358	18	45	26	11	647
<b>Migrant</b>																						
Yes	0										0						4					
No	26	4	15	16	62	3	12	3	12	649	27	15	63	11	11	649	13974	13	41	30	16	643
<b>Gender</b>																						
Female	12	1	8	9	75	1	8	1	8	649	12	8	75	8	8	649	6738	12	40	32	16	642
Male	14	3	21	7	50	2	14	2	14	649	15	20	53	13	13	649	7240	14	41	29	16	644
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						1410	3	24	41	32	634
No	26	4	15	16	62	3	12	3	12	649	27	15	63	11	11	649	12568	14	42	29	15	644
<b>Gifted/talented program</b>																						
Yes	0										0						637	65	32	3	0	665
No	26	4	15	16	62	3	12	3	12	649	27	15	63	11	11	649	13341	10	41	31	17	642

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 6

SAU: Hancock School Department

School: Hancock Grammar School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	8	0	0	2	100	0	0	0	0	654	11	0	100	0	0	652	6	7	32	28	32	636
B. less than one hour	58	2	13	9	60	2	13	2	13	648	56	13	60	13	13	648	59	13	41	30	16	643
C. one to two hours	31	2	25	4	50	1	13	1	13	651	30	25	50	13	13	651	32	14	41	31	14	644
D. more than two hours	4	0	0	1	100	0	0	0	0	646	4	0	100	0	0	646	3	11	31	33	26	639
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	27	2	29	4	57	1	14	0	0	658	26	29	57	14	0	658	30	27	45	18	9	651
B. good	50	2	15	10	77	1	8	0	0	653	48	15	77	8	0	653	46	9	45	31	15	643
C. fair	15	0	0	2	50	0	0	2	50	632	19	0	60	0	40	635	20	2	29	43	26	635
D. poor	8	0	0	0	0	1	50	1	50	625	7	0	0	50	50	625	4	1	15	46	38	630
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	50	3	23	9	69	1	8	0	0	655	48	23	69	8	0	655	35	18	42	27	13	646
B. They match some of what I have learned.	42	1	9	7	64	1	9	2	18	646	44	8	67	8	17	646	50	11	43	31	15	643
C. They match just a little of what I have learned.	8	0	0	0	0	1	50	1	50	626	7	0	0	50	50	626	13	8	31	36	26	638
D. There is no match.	0										0						3	5	16	27	51	628
<b>How difficult was the mathematics part of this test?</b>																						
A. more difficult than my regular schoolwork	15	0	0	2	50	1	25	1	25	638	19	0	60	20	20	640	32	7	40	34	20	640
B. about the same as my regular schoolwork	69	4	22	10	56	2	11	2	11	650	67	22	56	11	11	650	56	13	42	30	15	644
C. easier than my regular schoolwork	15	0	0	4	100	0	0	0	0	657	15	0	100	0	0	657	12	31	36	20	13	650
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	65	4	24	9	53	2	12	2	12	650	67	22	56	11	11	650	51	11	41	31	16	643
B. I tried about the same as I do on my regular schoolwork.	31	0	0	7	88	0	0	1	13	648	30	0	88	0	13	648	45	15	41	29	16	644
C. I did not try as hard on this test as I do on my regular schoolwork.	4	0	0	0	0	1	100	0	0	638	4	0	0	100	0	638	4	12	28	32	28	638
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	4	0	0	1	100	0	0	0	0	658	4	0	100	0	0	658	6	8	29	29	34	635
B. 30–45 minutes	15	1	25	2	50	0	0	1	25	648	19	20	60	0	20	648	33	10	37	34	19	641
C. 45–60 minutes	69	3	17	10	56	3	17	2	11	648	67	17	56	17	11	648	45	15	44	29	12	645
D. more than 60 minutes	12	0	0	3	100	0	0	0	0	653	11	0	100	0	0	653	16	15	41	28	16	644
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	4	0	0	1	100	0	0	0	0	654	7	0	100	0	0	651	9	14	35	29	22	641
B. two or three days a week	31	0	0	7	88	1	13	0	0	651	30	0	88	13	0	651	26	15	40	30	16	644
C. two or three times each month	31	2	25	5	63	1	13	0	0	654	30	25	63	13	0	654	31	13	43	30	14	644
D. never or almost never	35	2	22	3	33	1	11	3	33	642	33	22	33	11	33	642	34	11	40	31	18	642
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	19	0	0	5	100	0	0	0	0	652	19	0	100	0	0	652	17	8	35	33	24	639
B. two or three days a week	19	1	20	2	40	0	0	2	40	638	22	17	50	0	33	640	28	13	42	30	15	643
C. two or three times each month	42	2	18	6	55	3	27	0	0	651	41	18	55	27	0	651	31	15	43	30	13	645
D. never or almost never	19	1	20	3	60	0	0	1	20	652	19	20	60	0	20	652	23	14	39	30	17	643
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											